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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with the following topics: (1) a model for the development of critical television viewing and listening skills in the public school setting; (2) English as a subject in the College of William and Mary; (3) filmmaking in the secondary English curriculum; (4) developing a secondary school English curriculum; (5) implementation of an innovative reading/language arts program in an urban elementary school; (6) the effect on recall of two mnemonic systems; (7) an individualized teacher-directed spelling program compared with a computer-based spelling program; (8) the effects of energizing and calming movement warm-ups on third grade children's original verbal images; (9) the effects of vocabulary development on reading achievement; (10) the effect of literature-based vocabulary lessons on 10th grade students; (11) nonprint media production in secondary schools; (12) listening comprehension for accelerated learning; (13) the effectiveness of patterned word attack instruction with elementary school students; (14) the integration of selected parts in the Pennsylvania Comprehensive Reading/Communication Arts Plan with basic reading instruction; (15) the effects of a listening program upon the listening and reading abilities of first grade students; (16) speech rate, passage difficulty, and listening comprehension; and (17) the effects of compressed speech on the listening comprehension of community college students. (HTH)

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English Language Arts Skills and Instruction:

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Abstracts of the following dissertations are included in this collection:

Becker, Dennis
BROADCAST EDUCATION: AN EDUCATIONAL MODEL FOR THE DEVELOPMENT OF CRITICAL TV VIEWING AND LISTENING SKILLS IN THE PUBLIC SCHOOL SETTING

Brown, Jane Agnew
A STUDY OF ENGLISH AS A SUBJECT IN THE CURRICULUM OF THE COLLEGE OF WILLIAM AND MARY

Brown, Jewell Lillian Wheeless
FILMMAKING IN THE SECONDARY ENGLISH CURRICULUM: AN HISTORICAL REVIEW

DiCostanzo, Peter Joseph
DEVELOPING A SECONDARY SCHOOL ENGLISH CURRICULUM

Dolan, John C.
THE IMPLEMENTATION OF AN INNOVATIVE READING LANGUAGE ARTS PROGRAM IN AN URBAN ELEMENTARY SCHOOL

Flick, Joyce Virginia
COMPARISON OF TWO MNEMONIC SYSTEMS AND THE EFFICACY ON RECALL

Gustafson, Brian
AN INDIVIDUALIZED TEACHER-DIRECTED SPELLING PROGRAM COMPARED WITH A COMPUTER-BASED SPELLING PROGRAM

Herman, Gail Neary
THE EFFECTS OF ENERGIZING AND CALMING MOVEMENT WARM-UPS ON THIRD GRADE CHILDREN'S ORIGINAL VERBAL IMAGES

Jones, Areatha Simmons
AN INVESTIGATION OF THE EFFECTS OF VOCABULARY DEVELOPMENT ON ACHIEVEMENT IN READING

Lafortune, Georgia Mary
A STUDY OF THE EFFECT OF LITERATURE BASED VOCABULARY LESSONS ON TENTH GRADE STUDENTS

Lawrence, Rebecca N.
NONPRINT MEDIA PRODUCTION IN SECONDARY SCHOOLS

Lee, Iris Jo-Ann
LISTENING COMPREHENSION: A COMBINED STRATEGY FOR ACCELERATED LEARNING

Norton, Priscilla Kathleen
USING PATTERSN IN LEARNING: AN EVALUATION OF PATTERNED WORD ATTACK INSTRUCTION WITH ELEMENTARY STUDENTS

Ross, Betty Witten
AN INVESTIGATION OF THE INTEGRATION OF SELECTED PARTS IN THE PENNSYLVANIA COMPREHENSIVE READING/COMMUNICATION ARTS PLAN WITH BASIC READING INSTRUCTION

Scheer, Janice Capaccio
THE EFFECTS OF A LISTENING PROGRAM UPON THE LISTENING AND READING ABILITIES OF FIRST-GRADE STUDENTS

Tarpinian, John
SPEECH RATE, PASSAGE DIFFICULTY AND LISTENING COMPREHENSION

Williams, David Lawrence
A STUDY OF THE EFFECTS OF COMPRESSED SPEECH ON THE LISTENING COMPREHENSION OF COMMUNITY COLLEGE STUDENTS

BROADCAST EDUCATION: AN EDUCATIONAL MODEL FOR THE DEVELOPMENT OF CRITICAL TV VIEWING AND LISTENING SKILLS IN THE PUBLIC SCHOOL SETTING

Order No. DA8215833

BECKER, DENNIS, PH.D. *The Union for Experimenting Colleges and Universities*, 1981. 153pp.

This Project Demonstrating Excellence is a detailed description and explanation of how and why public schools should utilize childrens familiarity with television as a means of teaching critical TV viewing and listening skills. The process is labeled BROADCAST EDUCATION. It is a comprehensive model designed for use in the public school setting at all grade levels kindergarten through twelve. The Broadcast Education model is presented as a matrix of time and content. Specific information is given in the content areas of Physical Plant, Equipment, Materials, Curriculum, Personnel, Extra/co-curricular Activities. This data is appropriately spaced over a seven year period of development. In essence, the matrix which is developed tells when to do what over a period of seven years to ensure planned, steady incremental program growth and development. There are two underlying hypotheses; that professional educators have a responsibility to provide students with practical skills and understanding applicable to their growth and development as productive citizens; that students and the educational process are currently impacted by television. The Broadcast Education process is a means of bringing together the two major institutions of Education and Television. Examples of how this has been accomplished in several school systems are included. Both qualitative and quantitative data are utilized. The impact of Cable-TV is also investigated and evaluated. Conclusions on the effectiveness of The Broadcast Education model as an educational tool are drawn and recommendations are provided for implementation.

A STUDY OF ENGLISH AS A SUBJECT IN THE CURRICULUM OF THE COLLEGE OF WILLIAM AND MARY

Order No. DA8219046

BROWN, JANE AGNEW, ED.D. *The College of William and Mary In Virginia*, 1982. 174pp. Chairman: Professor Clifton F. Conrad

The purpose of this study was to determine the factors that led to the incorporation of English as an organized discipline at the College of William and Mary.

In order to assess reasons for the unprecedented consideration given the study of English in 1888, it was necessary to examine the English-related studies in the predominantly classical curriculum at William and Mary during the nineteenth century. An attempt was made to determine first why English was not recognized as a subject in the curriculum before the College was closed in 1881 and then why English was established as a discipline when the College was reopened in 1888. It was concluded that a systemized study of English did not develop at the College of William and Mary before 1888 because the study of English as a distinct and separate language was perceived neither as a necessary part of the traditional curriculum nor as a curricular offering which would improve the financial health of the institution.

It was hypothesized that a professorship of English was established and a systemized study of English was inaugurated at the College of William and Mary in 1888 because the Commonwealth of Virginia appropriated funds for a program of teacher education at the College.

The data support the hypothesis that English became an organized field of study in 1888 primarily because the College developed a program of teacher education, which required a study of the English language, in order to secure financial support from the Commonwealth of Virginia.

Further study is needed to examine: (1) whether English remained primarily a servant to practical studies, (2) the role and emphasis on English in current programs of teacher education, and (3) the pattern of development and relative emphasis on English-related studies in the twentieth-century curricula of American colleges.

FILMMAKING IN THE SECONDARY ENGLISH CURRICULUM: AN HISTORICAL REVIEW

Order No. DA8217826

BROWN, JEWELL LILLIAN WHEELESS, PH.D. *The University of Texas at Austin*, 1982. 170pp. Supervisor: Ralph J. Gohring

This dissertation is an attempt to write the first history of filmmaking as it occurred in the secondary English curriculum from 1930 to 1980, with particular attention to the period from 1960 to 1980. The historical framework is based on tracing the interaction of communications technology, education and communication theories, and English teachers within a developing and changing curriculum.

The study documents the products, philosophies and practices of the inventors, the theorists and the teachers who collaborated to introduce and sustain filmmaking, as well as documenting the internal and external problems that tended to remove filmmaking from the curriculum.

Of significance to curriculum-makers are the implications of the rationale that brought filmmaking into being named as a new language art--as seen in the *English Language Arts Guidelines* (1980), of Iowa and Texas.

The conclusions are that such convincing rationale calls for philosophical acceptance of filmmaking as a new language art in all fifty states, adequate funding from school boards and adequate staffing of trained teachers who are eager to facilitate student expression in all the media.

DEVELOPING A SECONDARY SCHOOL ENGLISH CURRICULUM

Order No. DA8216661

DICOSTANZO, PETER JOSEPH, ED.D. *University of Pennsylvania*, 1982. 110pp. Chairman: Dr. Allan Glatthorn

This study addressed the need for a curriculum development process designed for loosely-coupled systems which seem to exist in schools today. It included systematic involvement of the classroom teacher and at the same time resulted in programs that were academically respectable and intellectually rigorous.

The setting chosen was sufficiently unique that the study seems likely to advance knowledge in the field of curriculum development. The administration of the William Penn School District, Delaware County, Pennsylvania, was interested in developing a process that could be used for continued curriculum work. The district was merged by state mandate and ordered by the Human Relations Commission to desegregate. One way the district has complied was by developing a state-approved long-range plan calling for the merger into one high school and two junior high schools. One undertaking was to unify its heretofore fragmented language arts curriculum, the focus of this study.

The type of research used was what Oliver calls "action research." In this sense it was a study within the curriculum that is applicable here and now.

This curriculum development process found that by utilizing the curriculum mapping technique developed by English and Glatthorn's Curriculum Mastery Theory members from English departments, even from separate component schools, can overcome the obstacles imposed by a system that is loosely-coupled. Additionally, this curriculum development process resulted in producing materials that were familiar to the teachers and are currently being used.

THE IMPLEMENTATION OF AN INNOVATIVE READING LANGUAGE ARTS PROGRAM IN AN URBAN ELEMENTARY SCHOOL

Order No. DA8216664

DOLAN, JOHN C., ED.D. *University of Pennsylvania*, 1982. 366pp.
Chairperson: Dr. Shirley B. Heath

The purpose of this ethnographic study will be to describe and analyze the process of implementation of an innovative reading/language arts program in an urban elementary school. This program involved children responding to literature, being involved in oral and written composition and self-selected reading, as well as investigating language patterns.

In particular, this program focused primarily on the role of the principal as a change agent in a school which had a high degree of internal professionalism and a low degree of community involvement. An emphasis was placed upon the principal's role as a buffer or mediator during the implementation. A description as to what effect this had upon the change process was detailed. The reactions of the staff and a description of their participation was given.

A secondary focus was an assessment of the Pennsylvania Comprehensive Reading Plan (PCRP) as it affected student achievement. In studying the effects of the change process, the principal assumed the role as a participant observer. He recorded what had been seen and heard and included other data gathering techniques which aided in an evaluation of the plan.

The results of the study provided information concerning: (1) The importance of the role of the principal in the implementation; (2) The effects of a particular setting on a change process; (3) What effect, if any, community participation affected the change process; (4) How constraints, such as district and community demands, can affect the implementation of a plan; (5) The role of teachers in the change process in an educational setting.

COMPARISON OF TWO MNEMONIC SYSTEMS AND THE EFFICACY ON RECALL

Order No. DA8225114

FLICK, JOYCE VIRGINIA, ED D. *Hofstra University*, 1982. 150pp.
Adviser: Dr. Harvey Alpert

Purpose of the Study. The purpose of this investigation was to determine the effect on recall of two instructional strategies. The first mnemonic strategy, called chunking, presented reading vocabulary words organized in meaningful categories as the preparation for recall. The second mnemonic strategy, called chaining, presented reading vocabulary words in a narrative organizational format as the preparation for recall. A baseline situation was utilized as a control to analyze the results of the two treatments.

Procedure. Equal numbers, twenty-four gifted and talented, and "normal" subjects were assigned to test each of the two strategies. During the first state, the first seven of ten baseline lists of unorganized words were presented and recalled. The second stage consisted of the last three baseline lists plus the first three chunking or chaining strategy lists. Finally, the third stage consisted of the presentation and recall of the last seven chunking or chaining lists. Subjects were seen on three consecutive days and each stage took approximately thirty to forty minutes per student. Analysis of variance and *t* tests were employed to determine whether significant differences existed between groups and between mnemonic strategies.

Findings. The results indicated a statistically significant difference between the baseline unorganized test and the post-tests of chunking and chaining. It also showed a significant difference between the two ability groups, gifted and talented versus "normal." A significant interaction was also observed for test by ability. Gains for both gifted and talented and "normal" subjects were significant no matter which strategy was used. It appeared that gains were greater for "normal" students.

Conclusions. The findings of this study provided the basis for the following conclusions. Organizing word lists in either a chunking or a chaining strategy aids recall. A significant gain existed from baseline lists to both chunking and chaining post-tests for both gifted and talented and "normal" students. Gifted and talented students did significantly better using the chunking strategy than did "normal" students. Gains in recall of vocabulary words was greater for "normal" students.

AN INDIVIDUALIZED TEACHER-DIRECTED SPELLING PROGRAM COMPARED WITH A COMPUTER-BASED SPELLING PROGRAM

Order No. DA8221191

GUSTAFSON, BRIAN, PH.D. *Iowa State University*, 1982. 119pp.
Supervisor: Ross Engel

This study examined the effectiveness of a computer-based learning system designed specifically to provide individualized spelling instruction. The principal focus of this study was to determine this system's effectiveness in promoting spelling achievement among third- and fourth-grade students.

An experimental design approach was used in this study to compare the performance of students working in a teacher directed individualized spelling program with the performance of students working in a computer-based individualized spelling program. One hundred sixty-three third- and fourth-grade students and their teachers from a midwestern suburban school district comprised the sample population.

Pre- and postassessments of student spelling achievement and attitude were given, as well as a retention achievement test administered six weeks after the completion of the experiment. Teachers were asked to record daily the amount of instructional time they devoted to each instructional program. These data were collected during the spring semester of 1981. (1) The computer-based students' postexperiment and retention test achievement scores were significantly higher than the scores of the students working in the teacher-directed program. (2) There was no interaction between the type of instructional program and spelling ability. There were no significant differences in the spelling growth rates among the ability groups within each program. (3) The changes in student attitude toward spelling did not differ significantly between instructional programs. (4) There was a significant difference in the amount of time teachers invested in the two instructional programs. Teachers used three times more instructional time in the teacher-directed program than they did in the computer-based program.

(5) The rate at which students encountered unfamiliar words in the computer-based program could be increased at least a third without significantly affecting their posttest achievement scores.

THE EFFECT OF ENERGIZING AND CALMING MOVEMENT WARM-UPS ON THIRD GRADE CHILDREN'S ORIGINAL VERBAL IMAGES

Order No. DA8223414

HERMAN, GAIL NEARY, PH.D. *The University of Connecticut*, 1982. 177pp

Movement warm-ups have been reported to have had success in facilitating creative production, especially the originality factor. The purpose of this study was to determine whether energetic or calming movement warm-ups which have low relatedness to the test task would positively influence the verbal originality of third graders at different levels of language achievement.

Two hundred and seventy five third grade subjects from an urban city of mixed socio-economic standing were randomly assigned to one of four groups. A posttest-only control group design was used. Variables in the 4 x 3 two-way analysis of variance included four levels of group (energetic movement, calming movement, friendly attention, and control) and three levels of language achievement (high, middle, and low) as determined by subjects' local percentile rankings on the *Comprehensive Tests of Basic Skills*. Qualitative data was collected through experimenter journals and interviews with subjects.

The movement groups received movement warm-ups, either calming or energetic. A friendly attention group, included to control for the Hawthorne effect, chatted with the experimenter instead of receiving a movement warm-up. The *Sounds and Images* test (Torrance, Khatena, & Cunnington, 1973) was administered to the controls and to the treatment groups immediately after the warm-ups.

Significant main effects were found for group ($F = 20.71$, $df = 3/263$, $p < .001$) and language ($F = 10.48$, $df = 2/263$, $p < .001$) but there was no interaction. Duncan's Multiple Range Test revealed that the friendly attention and control groups scored significantly higher ($p < .05$) than the calming and energetic warm-up groups which did not differ significantly from each other. High and middle language achievement levels scored significantly higher than the low language

achievement levels although high and middle levels did not differ significantly from each other.

In this study low task related movement warm-ups negatively influenced third graders' verbal originality as measured by *Sounds and Images*. Qualitative data and other research suggest that these results may be due to a context effect and low task relatedness. The context effect might be minimized if the warm-up activity bears high task relation to the test.

AN INVESTIGATION OF THE EFFECTS OF VOCABULARY DEVELOPMENT ON ACHIEVEMENT IN READING

Order No. DA8219470

JONES, AREATHA SIMMONS, ED.D. *East Texas State University*, 1982. 145pp. Adviser: William Ogden

Purpose of the Study. This study was designed to determine the effects of systematic, structured vocabulary instruction on verbal achievement of pupils of a potentially low achieving population in grades four, five, and six.

Procedure. Two hundred twenty-six pupils in grades four, five, and six from a large urban school district participated in the study. These pupils were given the vocabulary, comprehension, and spelling subtests of the *Iowa Test of Basic Skills* at the beginning of the school year. During the year of the study, the *Kottmeyer Plus Ten Vocabulary Booster* program was utilized.

Data for the descriptive study were obtained from pretest and posttest scores of the *Iowa Test of Basic Skills*.

Conclusions. The following conclusions were drawn, based on findings of this study: (1) There is a difference between the mean reading comprehension scores of pupils who participate in a vocabulary building program and in the scores of pupils who do not receive such specialized instruction. (2) There is a difference in the learning rate between students who participate in a vocabulary building project and those who do not. (3) Students who have participated in a vocabulary building program will produce better than expected gains in reading comprehension. (4) Students achieve more at different grade levels after they have participated in a vocabulary building program. (5) Structure in vocabulary instruction affects the pupils' rate of achievement. (6) Students in upper grades experience greater gains from a vocabulary instruction program than do those students in the lower grades. (7) A program of regular, intensive vocabulary instruction has a direct, positive effect upon achievement in the verbal areas.

A STUDY OF THE EFFECT OF LITERATURE BASED VOCABULARY LESSONS ON TENTH GRADE STUDENTS

Order No. DA8220944

LAFORTUNE, GEORGIA MARY, ED.D. *Boston University School of Education*, 1982. 221pp. Major Professor: Thomas E. Culliton, Jr.

Purpose. This study was concerned with the development and evaluation of a series of vocabulary lessons designed to discover tenth grade students' knowledge of words met in literature. The impact of the vocabulary lessons was assessed in phonic spelling, visual memory, reading comprehension and vocabulary as measured in posttest sessions while controlling for pretest measures, the subject's I.Q. and social class. The primary objective of the study was to measure high school students' acquisition of vocabulary following twenty lessons.

Procedure. The twenty lessons in vocabulary were taught in ten school weeks. The lessons included nine short stories, two poems, and two popular songs; the activities after the initial reading of the short story were oral and written group communication exercises. Creative writing exercises were compiled using the new words. The control and experimental participants in the study were pretested using the *Gates MacGinitie Reading Test*, Revised Edition, Level F, vocabulary and comprehension subtests; "Forgione's Diagnostic Reading Instrument for Secondary Students," subtests visual memory and phonic spelling; the *Otis-Lennon Mental Ability Test*, Advanced Level, Form J to determine I.Q.; the *Environmental Participation Index* to determine socioeconomic status and the author's vocabulary test (a 109 item multiple choice test).

The experimental group (56 students) participated in ten weeks of 20 vocabulary lessons. After ten weeks, both the experimental and control group (34 students) were posttested to determine progress. The sample was from one city high school of middle class population north of Boston.

Results and Conclusions. An analysis of covariance was performed to determine significance. The author's vocabulary posttest indicated that the experimental group improved significantly in vocabulary; there was no interaction. A practical result of this study involves a need to provide interesting, instructional materials that are geared to motivate adolescents. There was no significant difference in phonic spelling, visual memory and comprehension after the intervention.

High correlations (.70 and above) existed between the author's vocabulary test and reading comprehension, total reading and vocabulary as measured by the *Gates MacGinitie Reading Test*.

NONPRINT MEDIA PRODUCTION IN SECONDARY SCHOOLS

Order No. DA8216837

LAWRENCE, REBECCA N., ED.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1982. 126pp. Supervisor: Professor Pauline M. Rankin

The purpose of the study was to determine the current status of nonprint media production in the public secondary schools. A questionnaire was administered to the media specialists/librarians at all Louisiana schools containing grades seven through twelve including schools listed as junior highs containing the sixth grade. A 90.909 percent response rate was achieved.

Findings included the following: (1) In the order of occurrence, nonprint media produced in the public secondary schools of Louisiana were: overhead transparencies; cassette and/or reel to reel audio tapes; video tapes, photographic slides and photographic film development; slide/tape programs; computer programs; and 8mm films; (2) In schools producing nonprint media, teachers followed by media specialists/librarians were performing the majority of production work; (3) All schools had facilities or equipment available that could be used for nonprint media production. Overhead transparencies, audio tapes, and photographic slides were the nonprint formats with the most available equipment; ½" video tape equipment and computer equipment seemed to be increasing in school availability; (4) The primary items supplied for nonprint production in the public secondary schools were overhead transparency materials and audio tapes; (5) District level nonprint media production was available in a majority of schools. Funding for nonprint media production was primarily from the district level followed by school generated sources; (6) Principals, teachers, media specialists and students were very receptive to the concept of nonprint media production; and (7) The majority of faculty members had the skills necessary to produce audio tape recordings; but most faculty members did not have the skills necessary to produce photographic slides, slide/tape programs, video tapes, 8mm films, or computer programs.

The following nonprint media production recommendations were made: (1) Increased state support is needed; (2) Preservice and inservice training for school faculty members should be provided; (3) Students should be provided with information regarding nonprint media production; (4) Special attention should be given to video and computer technologies as emerging trends impacting schools; and (5) Further research should be conducted to determine the factors influencing nonprint media production in schools.

LISTENING COMPREHENSION: A COMBINED STRATEGY FOR ACCELERATED LEARNING Order No. DA8223692

LEE, IRIS JO ANN, PH.D. *Saint Louis University*, 1981. 202pp.

The main purpose of the study was the combining, demonstration, and testing of a two-method combination on the listening comprehension of an elementary level mentally retarded population. The effects of a Combined Strategy were further studied with respect to retention of listening comprehension as a function of the facilitating effects of the two-method combination.

The problem concerned the effectiveness of combining two accelerated learning methods to increase the comprehension and retention of a foreign language through listening. The rationale behind the use of accelerated methods was based upon the augmentation of human potential regardless of functioning level. An exploration of the combined effect of two specific methods, Suggestopedia and Total Physical Response, was undertaken based upon research evidence supporting their respective claims for increasing learning competence.

Procedural guidelines of the study were described for four groups: two treatment groups (exposed to a combination of Suggestopedia and Total Physical Response methods), and two control-comparison groups (exposed to the Total Physical Response method). Pretest information was obtained for subsequent analysis of the main effect of treatment conditions. Posttest and follow-up assessment of listening comprehension and the retention of listening comprehension were obtained at intervals after the training sessions. The Test for Auditory Comprehension of Language and the Assessment of Children's Language Comprehension were individually administered to all subjects. The hypotheses of the study were tested through a two-way analysis of variance framework. The .05 level was chosen for the *F*-tests to represent significant differences.

The data of the study indicated that the two methods in the form of a Combined Strategy possibly supplemented one another. With regard to a facilitating effect on retention of listening comprehension, the data indicated no significant differences between the two-method training and the single method training.

It was concluded that neither the Combined nor the Uncombined Strategy training was superior to the other in affecting listening comprehension or retention of listening comprehension of an elementary level mentally retarded population. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

USING PATTERNS IN LEARNING: AN EVALUATION OF PATTERNED WORD ATTACK INSTRUCTION WITH ELEMENTARY STUDENTS Order No. DA8216487

NORTON, PRISCILLA KATHLEEN, ED.D. *United States International University*, 1982. 159pp. Chairperson: Arthur J. Gumbrell

The Problem. The major concern of the study was to examine the effectiveness of the model of word attack instruction entitled *Letter Patterns: A Patterned Approach to Word Attack*. The study was designed to evaluate the model's effectiveness in accomplishing word attack instruction with elementary students receiving instruction using Letter Patterns versus elementary students receiving no instruction in word attack skills.

Method. The subjects of the study included 40 students grades 1 through 6 enrolled in a 4-week summer school session at Tiffany School, Chula Vista Elementary School District. The sample consisted of 20 students in experimental groups and 20 students in control groups. The students involved in the study were divided into three matched groups. Students in the control groups received classroom instruction in word identification skills and no direct instruction in word attack skills. Students in the experimental groups received classroom instruction in word identification skills and small group instruction in word attack skills using Letter Patterns.

Students were pre- and post-tested using the Word Attack Subtest and the Word Identification subtest from the Woodcock Reading Mastery Tests. Data obtained on the Word Attack and Word Identification subtests were analyzed through the comparison of pretest and posttest mean scores with a *t* test for matched pairs to determine significance of differences within and between groups.

Results. The findings of the data showed that both the experimental and control groups entered the four-week summer session with similar word attack and word identification skills. Analysis between the experimental and control groups revealed a significant difference in word attack skill gains between groups. Analysis between the experimental and control groups revealed no significant difference in word identification skill gains between groups.

AN INVESTIGATION OF THE INTEGRATION OF SELECTED PARTS IN THE PENNSYLVANIA COMPREHENSIVE READING/COMMUNICATION ARTS PLAN WITH BASIC READING INSTRUCTION Order No. DA8217790

ROSS, BETTY WITTEN, ED.D. *Temple University*, 1982. 320pp.

The purpose of this study was to investigate the integration of selected parts of the Pennsylvania Comprehensive/Reading Communication Arts Plan with daily basic reading instruction. The 15 week investigation of 64 fourth grade low achieving pupils in two classrooms assessed student growth and attitudes, and recorded amount of pupils' responses to literature as well as amount of pupils' reading and writing. The program consisted of daily reading aloud to pupils, daily response to reading, daily Sustained Silent Reading and daily composing, oral and written.

The findings were: no significant growth in reading comprehension, positive changes in pupils' attitudes toward reading, increase in the number of children's responses to teachers' reading aloud and storytelling, and increases in the amount of children's reading and writing. It is recommended that future investigations of programs be of longer duration and with other and larger populations. All of the critical experiences should be studied.

THE EFFECTS OF A LISTENING PROGRAM UPON THE LISTENING AND READING ABILITIES OF FIRST-GRADE STUDENTS Order No. DA8219042

SCHEER, JANICE CAPACCIO, PSY.D. *Rutgers University The State University of New Jersey, G.S.A.P.P.*, 1982. 134pp. Chairperson: Edward Docherty

This investigation was undertaken to determine whether primary-grade students who participated in a systematized, comprehensive program of auditory memory training and auditory discrimination training would perform better on measures of reading and listening than comparable students who did not receive this training. Specifically, the findings of the study sought to answer the following questions: (a) Will there be a significant difference in listening achievement between the control group and experimental group after training? (b) Will there be a significant difference in reading achievement between the control group and experimental groups after training? The subjects of this study were comprised of a selective sample of students in three intact first-grade classes within a single school. The materials consisted of two pretests, a training curriculum on auditory discrimination and on auditory memory, and two posttests. The Listening Test and the Reading Test of CIRCUS, published by Addison-Wesley in 1976, was used to pretest and posttest each group for listening and reading, respectively. The program consisted of 20 thirty-minute lessons from *Listening To The World*, published by American Guidance Service in 1980. For the purpose of this study, 20 lessons dealing with auditory discrimination and auditory memory training were implemented for a period of approximately three months. The results of the analyses of covariance are summarized: (a) There was a significant difference between the

adjusted posttest means on achievement in listening skills of those first-grade students who received either auditory discrimination training or auditory memory training and those comparable students who did not receive this training. (b) There was no significant difference in adjusted posttest scores in reading skills of those first-grade students who received either auditory discrimination training or auditory memory training and comparable students who did not receive this training.

SPEECH RATE, PASSAGE DIFFICULTY AND LISTENING COMPREHENSION

Order No. DA8215759

TARPINIAN, JOHN, ED.D. *Columbia University Teachers College*, 1982. 124pp. Sponsor: Professor Harold Cook

The experiment investigated the effects of three speech rates on listening comprehension of low, medium, and high difficulty materials. Previous research had yielded equivocal findings. It was hypothesized that comprehension of high difficulty materials declines more rapidly at fast rates of speech than does comprehension of low and medium difficulty materials. The relationship between verbal ability (Vocabulary Test-GT) and listening comprehension for the speech rate and difficulty conditions was explored.

Subjects were 117 college students. Stimuli were nine passages from the Miller-Coleman Readability Scale; three passages within each difficulty level were selected on the basis of having approximately equal Cloze readability scores. The master recordings of the nine passages at the normal rate (272 syllables per minute) were compressed by 33% and 50%. The resulting three speech rates were 272 (normal), 407 and 543 syllables per minute. Eighty-one subjects in the experimental group heard one low, one medium, and one high difficulty passage at each rate of speech. After hearing each passage subjects were allowed five minutes to complete a 50% (every-other-word deleted) cloze test on the passage just heard. Thirty-six test-only subjects provided baseline data on the cloze tests.

Correlations between vocabulary scores and cloze scores for the speech rate and difficulty conditions were low; verbal ability was unrelated to cloze scores due to increases in speech rate or difficulty. Main effects of speech rate and difficulty and their interaction were statistically significant at the .05 level. Significant decreases in comprehension occurred for the low and medium difficulty materials only. However, the hypothesis was not confirmed, since increases in speech rate had no significant effect on comprehension of the high difficulty passages. The lack of a decrement for the high difficulty passages was attributed to their very low redundancy. Speeding up the presentation had little effect on subsequent cloze responses, since only a limited number of the relatively discrete words or phrases could be recalled in any case. The results indicated that passages of low and medium difficulty may be transmitted at very fast rates (401 and 453 words per minute) without much loss in comprehension.

A STUDY OF THE EFFECTS OF COMPRESSED SPEECH ON THE LISTENING COMPREHENSION OF COMMUNITY COLLEGE STUDENTS

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The purpose of the study was to determine the effects of various rates of compressed speech instruction upon the listening comprehension of community college students. The primary objective of the study was to determine the degree to which two types of community college students, developmental and non-developmental, could recall factual and interential information from an uninterrupted forty-two minute presentation which had been compressed to: 0% (175 words per minute), 33% (275 words per minute), and 57% (400 words per minute). The ability of each type of student and treatment type to recall information over time was measured. The study was conducted at a large urban community college in the Winter and Spring of 1980. One hundred thirty-one developmental and non-developmental subjects participated in the study. These two classifications of students were randomized into one of three groups. The three experimental groups heard the treatment material presented at a designated compression rate, and took a treatment post test. All experimental subjects took a delayed post test two weeks following treatment. The scores of one hundred twenty participants were used in the Lindquist TypeIII analysis of variance with repeated measures which was conducted on the post tests and delayed post tests.

The results of the data analysis revealed significant differences in type of treatment, type of student, and time of testing with the following results: (1) subjects hearing the presentation at 0% compression had the highest scores. There was no significant difference between the scores of the 0% and 33% treatment groups. (2) non-developmental subjects scored significantly higher than developmental subjects on the treatments and (3) scores on the post test were significantly higher than the delayed post test.

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